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**THE COMPARATIVE STUDY BETWEEN THE STUDENTS' ABILITY
IN WRITING DESCRIPTIVE TEXT BY USING INDIVIDUAL
LEARNING AND COLLABORATIVE LEARNING AT THE TENTH
GRADE STUDENTS OF *MAN 1 CIREBON***

A THESIS

Submitted to the English Education Department of *Syekh Nurjati* State Institute for
Islamic Studies in Partial Fulfillment of the Requirements for Islamic Scholar Degree
in English Education



Arranged by:

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CIREBON**

2012



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ABSTRACT

ADI RAHMAT B.P: “The Comparative Study Between the Students’ Ability in Writing Descriptive Text by Using Individual Learning And Collaborative Learning at the Tenth Grade Students of MAN 1 Cirebon”

As we know that language is the part of our life. Language cannot be separated with our life, because language is the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances. Writing is a difficult skill for many learners, even in their mother tongue. There are several reasons for this. First, writing has to be learnt, unlike speech, which is acquired in the mother tongue as a part of child’s normal development. In addition, speaking is a familiar everyday activity, but for many people writing is something they do only rarely. To develop the students’ ability in writing, descriptive text was chosen as the text that students should make. To help students in writing descriptive text, the writer will apply two kinds of methods. Those are individual learning and collaborative learning. Those methods are effective for writing skill, because the students can feel relax to write descriptive text by using individual learning that makes the students to think freely as they need in writing and collaborative learning makes the students to work together in a small group to get more data and to write easier.

The aims of the research are to get data about the students’ ability in writing descriptive text by using individual learning, to get data about the students’ ability in writing descriptive text by using collaborative learning, and to get data about what the comparison between the students’ ability in writing descriptive text by using individual learning and collaborative learning is.

The method of the research is quantitative method. It means that the researcher does the research by using the formula of statistic, especially by using t-test formula. The techniques of collecting the data are by using observation, interview, and test.

The population of the research is that the writer takes the tenth grade as the sample and the writer has taken 20 % (twenty percent) of the population in the other hand, the twenty percent of 471 comes to 90 students.

The analysis of the test shows that the average mark of writing descriptive text by using individual learning (X_1 variable) is 7 and the average mark of writing descriptive text by using collaborative learning (X_2 variable) is 6.8. From the result both of them can be categorized is good. Meanwhile, based on the calculation, the score of $t_{test} = 7.69$ and significant of 5% and $dF (n-2)$, while n is 90. So, the result of t_{test} is $7.69 > t_{table} 1.99$. It means that there is positive and significant comparison between the students’ ability in writing descriptive text by using individual learning and collaborative learning.



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PREFACE

In the name of Allah SWT, the Most Gracious and the Most Merciful. All praises and thankfulness be to Allah because of His permission the writer has been able to finish this thesis. May invocation and safety always be given to the prophet Muhammad (peace be upon him), his family and followers up to end of the world.

The title of my thesis is **“THE COMPARATIVE STUDY BETWEEN THE STUDENTS’ ABILITY IN WRITING DESCRIPTIVE TEXT BY USING INDIVIDUAL LEARNING AND COLLABORATIVE LEARNING AT THE TENTH GRADE STUDENTS OF MAN 1 CIREBON”** is submitted to fulfill one of the requirement for achieving the graduate degree at the English Education Department of *Tarbiyah* of The Faculty of The Institute For Islamic Studies (IAIN) *Syekh Nurjati Cirebon*.

In writing this thesis, there are so many people who have participated, helped and advised directly or indirectly. So, on this opportunity the writer would like to express my sincerity and profound thankfulness to:

1. Prof. Dr. H. Maksum Mochtar, MA., the Rector of *IAIN Syekh Nurjati Cirebon*.
2. Dr. Hj. Huriyah Saleh, M.Pd, the chairwoman of English Education Department and also as the first supervisor.
3. Dra. Hj. Amroh Umaemah, the second supervisor.
4. Drs. H. Kumaedi, M.Pd, the Headmaster of *MAN 1 Cirebon*.
5. Sunarjo, S.Pd, the Vice Headmaster of Curriculum of *MAN 1 Cirebon*.



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6. Dra. Umi Kulsum, the English teacher of *MAN 1 Cirebon*.
7. All teachers and school staff of *MAN 1 Cirebon*.
8. The students of Class X.2 and X.3 at *MAN 1 Cirebon*.
9. All of my friends, especially the student of English program F, thanks for all support and spirit for me.

The writer realized that this thesis is still far from being perfect and there are many mistakes both in the arrangement and in the content of this thesis. Therefore, any comment and suggestion are given by the readers would be gladly welcome.

Finally, the writer hopes this thesis will be useful to the readers especially for the writer himself and for English Education Department of *Tarbiyah* Faculty of *IAIN Syekh Nurjati Cirebon* as reference on general.

Cirebon, July 18th, 2012

The Writer



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CHAPTER I

INTRODUCTION

A. The Background of the Problem

As we know that language is the part of our life. Language cannot be separated with our life, because it is the system of human communication. According to Jack C. Richards and Richard Schmidt in Longman Dictionary of Language Teaching and Applied Linguistics (2002:283), “Language is the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. MORPHEMES, WORDS, SENTENCES, UTTERANCES.”

Based on the definition of Jack C. Richards and Richard Schmidt that language is the system of human communication, so human regards language as the system of communication.

A.S. Hornby, According to Oxford Advanced Learners Dictionary (1995:662), “Language is the system of sounds and words used by humans to express their thought and feeling.”

Based on the definition of A.S. Hornby above, the function of language is to express humans’ thought and feeling. Beside language is also the system of sounds and words used by humans, so it is used by humans as tool to express their thought and feeling.



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According to the definitions of Jack C. Richards and Richard Schmidt in Longman Dictionary of Language Teaching and Applied Linguistics (2002:283) and A.S. Hornby in Oxford Advanced Learners Dictionary (1995:662), it can be concluded that language is the human's system to communicate each other and express their thought and feeling by using sounds and words.

In Indonesia, people learn English formally from elementary school until university. They learn how to speak, listen, read and write in English. Those are the basic skills in English. Although they learn English so long, they still have problem because English is not used by them as Indonesian.

Here, the writer will take writing skill. It is because writing is a difficult skill for many learners, even in their mother tongue. There are several reasons for this. First, writing has to be learnt, unlike speech, which is acquired in the mother tongue as a part of child's normal development. In addition, speaking is a familiar everyday activity, but for many people writing is something they do only rarely. (Jill Hadfield and Charles Hadfield, 2008:116)

Besides the statement above, listening, reading, speaking, and writing are referred to as 'the four skills'. Listening and reading are receptive skills, i.e. they require only understanding. Speaking and writing are productive skills, i.e. they require the learners to produce something. (Jill Hadfield and Charles Hadfield, 2008:72) So, a productive or active skill is great to improve English ability.



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To develop the students' ability in writing, the writer will use descriptive text as the text that students should make. The writer chooses descriptive text because the students can write their favorite person that they like, but sometimes the students get some trouble about how to arrange the data about a person or thing that they will describe.

According to Otong Setiawan Djuharie in Genre (2007:24), "Descriptive text is to describe a person, a thing, a place, an animal. Descriptive text highlights a person/thing/place/animal specifically."

To help students in writing descriptive text, the writer will apply two kinds of methods. Those are individual learning and collaborative learning.

According to Jack C. Richards and Richard Schmidt in Longman Dictionary of Language Teaching and Applied Linguistics (2002:254), "individualization (n) also individualized instruction, individualized learning (a) learner-centred approach to teaching in which a goals and objectives are based on the needs of individual learners (b) allowances are made in the design of a curriculum for individual differences in what students wish to learn, how they learn, and the rate at which they learn."

According to the definition of individual learning above, what the students need to write descriptive text is to think, write and describe their favorite person or thing freely with their thought. So, the teacher lets each student to write and describe their favorite person or thing freely.

Then, according to Jack C. Richards and Richard Schmidt in Longman Dictionary of Language Teaching and Applied Linguistics (2002:86), "Collaborative Learning (n) a general term for an approach to teaching and learning which makes use of learners working together in small groups. A form of collaborative learning in which specific roles and responsibilities for



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group members and for the use of group-based activities is known as COOPERATIVE LEARNING.”

And according to the definition of Diane Larsen and Freeman in *Techniques and Principles in Language Teaching* (2000:164), “Cooperative or collaborative learning essentially involves students learning from each other in groups. But is it not the group configuration that makes cooperative learning distinctive; it is the way that the students and teachers work together that is important.”

Based on the two definitions about Collaborative Learning above, this method makes the students to work together in a small group. They work together to write descriptive text and describe a person or thing that they choose. Each student in group gives their ideas about that person or thing to get more data about that person or thing. This method is the way that students and teachers work together. So, the students can ask to the teacher directly if they have problem, for example the problem about how to arrange the data about the person that they will describe.

Based on the explanation of individual learning and collaborative learning above, those methods are effective for writing skill. It is because the students can feel relax to write descriptive text by using between individual learning that makes the students to think freely as they need in writing and collaborative learning makes the students to work together in a small group to get more data and to write easier.

The writer wants to know which one of those methods is more effective in writing descriptive text. To get answer, the writer will try to compare both of those methods to the tenth grade students of *MAN 1 Cirebon. MAN 1 Cirebon*



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was chosen by the writer because the writer has practiced being a teacher there when the writer did *PPL 2*. The writer knew that the students of the tenth grade had ability on writing, but they had problems about the structure of writing and writing neatly. It was because they wrote about topic that they did not like. They wrote narrative text about a tale entitled “The Rabbit and The Crocodiles”.

So, as the writer said above that the students can feel relax when they write descriptive text about what or who they like. It is becoming the reason of the writer in writing thesis entitled in “The Comparative Study between The Students’ Ability in Writing Descriptive Text by Using Individual Learning and Collaborative Learning at The Tenth Grade Students of *MAN 1 Cirebon*.”

B. The Identification of the Problem

To identify the problem in writing this thesis, the writer has classified it into the following parts:

1. The Research Area

This thesis which is entitled “The Comparative Study between the Students’ Ability in Writing Descriptive Text by Using Individual Learning and Collaborative Learning”, tries to compare two methods of teaching between individual learning and collaborative learning for improving the students’ ability in writing descriptive text.



2. The kinds of the problem

The kind of the problem in writing this thesis is about the students' ability in writing descriptive text by using individual learning and collaborative learning.

3. The Main of The Problem

The main of the problem in this research is to compare which one more effective of two methods of teaching between individual learning and collaborative learning for improving the students' ability in writing descriptive text.

C. The Limitation of the Problem

To avoid a wider problem in *The Comparative Study between the Students' Ability in Writing Descriptive Text by Using individual learning and collaborative learning*, the writer has divided it into three kinds of problems. Those are the students' ability in writing descriptive text by using individual learning, the students' ability in writing descriptive text by using collaborative learning, and the comparison between the students' ability in writing descriptive text by using individual learning and collaborative learning.



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D. The Questions of the Research

The questions of the research in writing this thesis are:

1. How is the students' ability in writing descriptive text by using individual learning?
2. How is the students' ability in writing descriptive text by using collaborative learning?
3. Is there any positive and significant comparison between the students' ability in writing descriptive text by using individual learning and collaborative learning?

E. The Aims of the Research

Based on the questions of the research above, the writer arranges the aim of the research as follows:

1. To get data about the students' ability in writing descriptive text by using individual learning
2. To get data about the students' ability in writing descriptive text by using collaborative learning
3. To get data about what the comparison between the students' ability in writing descriptive text by using individual learning and collaborative learning is.



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F. The Use of the Research

The research product is hoped to be able to increase developing of language teaching and learning, especially in increasing the students' ability in writing descriptive text by using individual learning and collaborative learning.



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